

Textbook Alignment to the Utah Core –Dance 2A

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Dance 2A Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Technique): *Students will demonstrate technical proficiency and knowledge of the body.*

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓

Objective A: Value dance as contributing to healthy human development.				
•	Implement goals for improving individual patterns and habits contributing to a safe, healthy body.			
•	Implement strategies for accepting differences in body types and movement tendencies as part of self.			
•	Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.			
•	Document personal technical progress.			
Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.				
•	Perform more complex axial sequences demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, the use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.			
•	Demonstrate movement combinations that incorporate various axial combinations.			
•	Perform the five basic locomotor steps with increased articulation and rhythmical acuity.			
•	Perform basic locomotor combinations.			
•	Perform interesting combinations of various locomotor steps, incorporating upper body axial movements with them.			
Objective C: Develop an awareness of performing techniques.				
•	Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.			
•	Identify the mastery of performing techniques in self and another.			
STANDARD II: (Elements of Dance): Students will demonstrate knowledge and skills in the elements of dance.				
Percentage of coverage in the <i>student and teacher edition</i> for		Percentage of coverage not in student or teacher edition, but covered in		

Standard II: _____ %		the ancillary material for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in space.				
•	Demonstrate an understanding of spatial pathways, directions, and facings.			
•	Create a spatial floor pattern.			
•	Demonstrate knowledge of contrasting spatial planes; i.e., vertical, horizontal, diagonal, lateral.			
•	Create independent and interdependent shapes with partners.			
•	Create shapes through an energy improvisation.			
•	Develop shape relationships with transitions as a solo, with a partner, and in a group.			
Objective B: Develop knowledge and skills in time.				
•	Demonstrate rhythmic phrasing.			
•	Investigate even and uneven intervals within a metric phrase.			
•	Demonstrate accent.			
•	Clap and move in syncopation (accent on offbeat).			
•	Demonstrate non-metric (breath) rhythm.			
Objective C: Develop knowledge and skills in energy and motion.				
•	Perform the seven basic qualities of motion.			
•	Perform an improvisation based on two or more qualities of motion.			
•	Explore the inherent energy qualities found in other curricular areas.			

<ul style="list-style-type: none"> Create a group composition that clearly defines two contrasting qualities. 			
STANDARD III: (Creative/Choreographic Processes): Students will understand choreographic principles, processes, and structures.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise within a structure.			
<ul style="list-style-type: none"> Improvise within a structure to generate movement for choreography. 			
<ul style="list-style-type: none"> Improvise within a structure based on an element of dance. 			
<ul style="list-style-type: none"> Improvise alone and with a group using AB, ABA, and rondo form, with or without music. 			
Objective B: Demonstrate choreographic principles, processes and structure.			
<ul style="list-style-type: none"> Define the compositional elements of continuity, sequence, repetition, variety, unison, contrast, transition, and climax. 			
<ul style="list-style-type: none"> Create and perform a dance study using two compositional principles as a focus. 			
<ul style="list-style-type: none"> Create and perform a dance sequence with a beginning, middle, and end with musical accompaniment. 			
<ul style="list-style-type: none"> Create and rework a dance study in ABA, rondo, canon, or antiphonal form with music. 			
<ul style="list-style-type: none"> Develop recall skills from solo, duet, and group improvisations. 			
<ul style="list-style-type: none"> Perform a dance from repertory for accuracy of style, clarity, and structure. 			
STANDARD IV: (Meaning): Students will gain an understanding of dance as a means to create and communicate meaning.			

Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in the creative process of abstraction.				
•	Demonstrate the process of abstraction; i. e., altering time, space, energy through reordering, repeating, diminishing, inverting the movement.			
•	Analyze how each alteration may change meaning.			
•	Create, abstract, perform a movement pattern based on a gesture, response, visual image, or idea.			
•	Analyze why a choreographer chooses a particular movement to communicate an idea in dance.			
Objective B: Demonstrate how dance communicates meaning.				
•	Identify and demonstrate through composition how elements of continuity, sequence, transition, repetition, variety, and climax communicate meaning in dance.			
•	Analyze and demonstrate how personal experience influences interpretation of a dance.			
•	Create a composition that successfully communicates a topic of personal significance.			
Objective C: Identify the various purposes served by dance throughout time and in world cultures.				
•	Perform contemporary pedestrian gestures as a movement language.			
•	Experience a movement ritual as group expression.			
•	Analyze the purpose of movement ritual from a historical point of view.			
•	Identify, study, or perform through video, live dance performance, and/or master classes the broad spectrum of 20 th century dance			

	forms.			
•	Analyze similarities and differences between two dance forms.			
Objective D: Demonstrate aesthetic perception.				
•	Analyze improvisational and compositional experiences.			
•	Analyze a choreographic work using aesthetic criteria.			
•	Formulate aesthetic questions for a dance concert critique.			
•	Analyze, using aesthetic criteria, why a dance work has power to communicate meaning.			
•	Analyze the similarities and differences in a choreographic work and one of another art form, culture, and/or time period.			
•	Create a dance portfolio of representative work.			